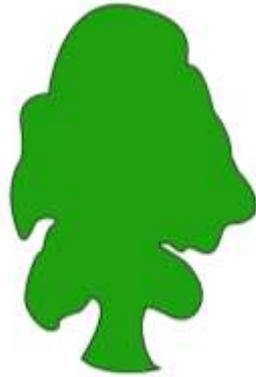


# Spiritual Moral Social Cultural (SMSC) Policy FOR ELMHURST SCHOOL & TWO YEAR OLD PROVISION



Adopted:	June 2015
Reviewed:	June 2018
Responsible Committee	Curriculum, Pupils & Community
Signed:	
Two Year Old Registered Person:	Mrs K. Rumble
Headteacher:	Mrs R. Lee
Chair of Governors:	Dr D. Gamble

## SMSC Policy

### Aims

At Elmhurst School, the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

The school will help the pupils develop an inner discipline and will encourage children to make their own decisions and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices they have made. They will want to be honest with themselves and others.

### Planning

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. This will be delivered through cross curricular activities as well as specific PSHE, RE and assembly activities.

### Spiritual Development

Spiritual development is shown by pupils' ability to be reflective about their own beliefs that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. They also have a sense of enjoyment and fascination in learning about themselves and the world around them and are willing to reflect on their experiences. As a school we promote the use of imagination and creativity in learning.

- Planned opportunities for spiritual development in all subjects can be seen across the school.
- Children are given opportunities to reflect upon the meaning of spiritual experiences.

The school will develop a climate or ethos in which all pupils can grow and flourish. Children will have opportunities to experience awe and wonder within their learning and cultivate a sense of curiosity of the world around them. Children will develop self-awareness and a sense of security, well-being, worth and purposefulness.

### Moral Development

Moral development is shown by pupils' ability to recognise the difference between right and wrong. They should readily apply this understanding in their own lives and, in doing so, respect the civil and criminal law of England. Children also demonstrate their moral development by understanding the consequences of their behaviour and actions understanding and appreciating the viewpoints of others when discussing moral and ethical issues.

- Pupils are given opportunities across the curriculum to explore and develop moral concepts and values. For example, personal rights and responsibilities, equality of opportunity, right and wrong.
- Children are encouraged to take responsibility for their own actions.
- Our school ethos provides a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school.

We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable. This is done through assemblies, PSHE sessions, Social Skills groups and with consistent reference to the Elmhurst Values.

We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, House Points and other means that highlight both academic and social achievements. (Please refer to our behaviour policy)

### **Social Development.**

Pupils' social development is shown by their ability to use a range of social skills in different contexts, including socialising with children from different religious, ethnic and socio-economic backgrounds. Children also demonstrate their social development by being willing to participate in a variety of community and social settings, where it is required to work cooperatively with others and resolve conflicts effectively.

- Key values and principles on which school and community life is based are identified.
- Pupils are given opportunities across the curriculum to enhance their social development.
- Children understand how societies function and how they relate to this.

Our school enables children to develop socially by fostering a sense of community with common, inclusive values. We promote equality and encourage children to recognise and respect social differences and similarities. We provide positive experiences to reinforce our values as a school community and help children develop personal qualities which are valued in civilised society, for example, honesty, respect, thoughtfulness. We also give children the opportunity to engage in the democratic process and exercise leadership and responsibility.

### **Cultural Development.**

The cultural development of pupils is shown through their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. Children also show this by investigating, understanding and appreciating the range of different cultures within our school and further afield as an essential element of preparation for their life in modern Britain.

- Children are made aware of the diversity of other cultures both within modern Britain and throughout the world.
- This is addressed throughout the curriculum and through specific religious/ cultural assemblies/trips.

To ensure the pupils' cultural development at Elmhurst School we encourage them to think about special events in life and how they are celebrated. Different religious and cultural celebrations are acknowledged and children are encouraged to compare these to their own experiences. Children are also exposed to different artists and musicians and are given time to reflect on how these make them feel. Children are made aware of the multi-cultural society we live in and how we should respect and embrace diversity.

### **British Values**

The British Values are positively promoted and are closely linked with our School Values. As part of children's SMSC development they are encouraged to accept and engage in the fundamental values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values are addressed in both school and class assemblies, on trips and through displays in communal areas around our school. RE lessons also give children the opportunity to explore different religions and thus develop a respect for them. To promote democracy children are expected to vote for their house and vice captains, for their school teams, each year.

### **Pupil Voice.**

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. To achieve this we have a Learning Council who ensure that the pupils' ideas are heard. We also do frequent surveys about different areas of the school that allow all children to share their opinion. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to students establishing procedures, events and contributing to the overarching ethos of the school.

### **Monitoring and Review**

The SMSC subject leader is responsible for monitoring and auditing all instances of SMSC across the school. The subject leader will support colleagues by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in school. The policy will be reviewed annually by the governing body's Curriculum, Pupils and Community Committee.